AHSS Annual Postgraduate Research Conference

10 June 2022

#AHSSPGConf

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Arts, Humanities and Social Sciences

AHSS POSTGRADUATE RESEARCH CONFERENCE 2022

CONFERENCE PROGRAMME

Friday 10 June 2022 **9.00 – 9.30**	Introduction and Welcome to the AHSS Postgraduate Conference (FG-042) Opening Address: To be Confirmed Dr. Christina Morin, Assistant Dean, Research and Dr. Niamh Lenahan, Research Co-ordinator
Panel 1 (FG-042) **9.30-10.45**	**9.30-9.45** **Saoirse Enright** – Judicial Activism and the Irish Superior Courts: Old and New. **Supervisor**: Dr. Laura Cahillane. **Affiliation**: University of Limerick **9.45-10.00** **Ilhem Bellal** – Everytime they kill a black boy … Exploration of Death in Angie Thomas's *The Hate U Give*. **Supervisors**: Dr. Yianna Liatsos/Dr. Sinead McDermott. **Affiliation**: University of Limerick **10.00-10.15** **Asmaa Jazia Ghitri** – Integrating Mobile Literacy to Blended Learning Environment. **Supervisor**: Dr. Elaine Riordan. **Affiliation**: University of Limerick **10.15-10.30** **Muhammad Irfan** – From ashes to Phoenix, the political project of ISIS caliphate: A case study of Dabiq Magazine. **Supervisors**: Dr. Henry Silke/Dr. Elaine Vaughan. **Affiliation**: University of Limerick **10.30-10.45: Q&A** **Chair: Robyn Cunneen**
10.45 – 11.00	**Coffee Break in the Foyer of the Foundation Building**
Panel 2 (FG-042) **11.00-12.15**	**11.00-11.15** **Amelie Gailliat** – 1882. L'Année terrible? Comparing centralized policing systems: the reactions to the Phoenix Park Murders in Ireland and the anarchists attack of the Assomoir in France. **Supervisors**: Dr. Richard McMahon/Dr. Brian Hughes. **Affiliation**: Mary Immaculate College, Limerick **11.15-11.30** **Kevin Saude** – Firing up the base: The effect of party-system polarisation on positive and negative partisanship in Europe between 1999-2019**. Supervisor**: Dr. Rory Costello. **Affiliation**: University of Limerick **11.30-11.45** **Emer Connolly** – The role of journalism amid a multi-platform approach**. Supervisors**: Dr. Martin Power/Prof. Eoin Devereux. **Affiliation**: University of Limerick **11.45-12.00** **Mohamed Benkhaoua** – Investigating Mythmaking in Politics: American Politics as a Case Study. **Supervisors**: Dr. Fergal Quinn/Dr. Henry Silke/Dr. Maria Rieder. **Affiliation**: University of Limerick **12.00-12.15: Q&A** **Chair: Gail Flanagan**

Panel 3 (FG-042) **12.15-1.30**	**12.15-12.30** **Laura Firth** – Appraising the Expectations of the Access and Inclusion (AIM) Model for Scrutinising Transitions from Early Years Education to Primary Education in Irish Early Childhood Education **Supervisor:** Aoife Prendergast. **Affiliation:** Technological University of the Shannon, Limerick **12.30-12.45** **Ciara Moloney** – 'She's got gaps. I've got gaps': a neurodiversity reading of *Rocky* (1976). **Supervisor**: David Clare. **Affiliation:** Mary Immaculate College, Limerick **12.45-1.00** **Aicha Daoudi** – Double, double, toil and trouble: An Exploration of the Witch's Morality in American Movies and TV series. **Supervisors**: Dr. Jack Fennell/Dr. Christina Morin. **Affiliation:** University of Limerick **1.00-1.15** **Sarah Smail** – Language inequalities in the Algerian Public Space: A Semiotic Landscape Analysis. **Supervisor**: Prof. Mairead Moriarty. **Affiliation:** University of Limerick **1.15-1.30: Q&A** **Chair: Ines Bouteldj**
1.30-2.30	**Lunch in the Allegro & Poster Session in the Foyer of the Foundation Building**
Panel 4 (FG-042) **2.30-3.45**	**2.30-2.45** **Mosleh Hasan Alluhaibi** – Counterterrorism Initiatives: A critical review of the legal approaches taken by Saudi Arabia. **Supervisors**: Dr. Gerard Coffey/Prof. Paul McCutcheon. **Affiliation:** University of Limerick **2.45-3.00** **Mumun Saha** – A mapping of ethnic (African, Asian and Middle-Eastern) entrepreneurial activity in the Mid-West of Ireland and an analysis of factors enhancing and inhibiting their business growth. **Supervisor**: Eoghan Sadlier. **Affiliation**: Technological University of the Shannon **3.00-3.15** **Cliodhna Condon** – Were the Tudor family eligible to inherit the throne of England? **Supervisor**: Dr. Carrie Griffin. **Affiliation**: University of Limerick **3.15-3.30** **Michael Carmody** – Navigating Covid-19: Appraising the Legal Response from an Irish perspective. **Supervisors**: Prof. Shane Kilcommins/Dr. Alan Cusack. **Affiliation:** University of Limerick **3.30-3.45: Q&A** **Chair: Muhammad Irfan**
3.45 – 4.00	**Coffee Break in the Foyer of the Foundation Building**

Panel 4 (FG-042)	**4.00-4.15**
4.00-5.15	**Daniah Khayat** – Moynihan Legacy and the Black Family. **Supervisors:** Dr. Yianna Liatsos/Dr. Sinead McDermott. **Affiliation:** University of Limerick
	4.15-4.30
	David Kennedy – Assimilation and Ostracism-Traditional Irish Music in the Travelling Community. **Supervisor**: Dr. Tony Langois. **Affiliation**: Mary Immaculate College
	4.30-4.45
	Deborah Tobin – A Critical Discourse Analysis of Self-Perceptions of Teachers in the Private ELT Sector in Ireland. **Supervisors**: Dr. Joan O'Sullivan/Dr. Brian Clancy. **Affiliation**: Mary Immaculate College, Limerick
	4.45-5.00
	Olufunmilayo Jinadu — Using Postcolonial Critical Discourse Analysis to examine the media representation of Africa in domestic and international media. **Supervisors**: Dr. Fergal Quinn/Dr. Elaine Vaughan. **Affiliation**: University of Limerick
	5.00-5.15: Q&A
	Chair: Mosleh Hasan Alluhaibi
5.15	**Closing of AHSS Annual Postgraduate Conference 2022**

A special word of thanks to the ADR, Dr. Christina Morin, Claire Moroney and Niamh Ryan for their help, advice and assistance in organizing the AHSS Annual Postgraduate Conference 2022.

Dr. Niamh Lenahan

June 2022

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POSTER PRESENTATIONS ABSTRACTS

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POSTER PAGE 42	Shane O'Neill	Technological University of the Shannon	The Relative Age Effect In Sub-Elite Intercounty Hurling & Camogie Academies: A Myth or Reality?
POSTER PAGE 43	Declan O'Rahilly	Technological University of the Shannon	An Exploration of the Relationship between Subjective Markers of Recovery, Training Load, and Adductor Squeeze Strength Test in Highly Trained Male Gaelic Football Players

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Technological University of the Shannon

STUDENT: MOSLEH HASAN ALLUHAIBI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. GERARD COFFEY/PROF. PAUL MCCUTCHEON

Paper Title: Counterterrorism Initiatives: A critical review of the legal approaches taken by Saudi Arabia.

ABSTRACT:

Terrorism is a global concern that affects all nations. Since the 11 September 2001 attacks on American soil, terrorism has become a key concern and a threat that needs to be controlled. on 28 September 2001, the UN Security Council enacted Resolution 1373 under UN Charter Chapter VII to set up a general framework for the combatting of terrorism also called for international cooperation. In addition, the UN Global Counter-Terrorism Strategy in 2006 adopted Resolution 60/288, and member states reaffirmed that the protection of human rights is essential to all components of the counterterrorism strategy. In December 2013 Saudi Arabia introduced the first piece of counterterrorism legislation, the Law on Combating Crimes of Terrorism and its Financing (LCCTF 2013), which is formulated and comes into force on 1 February 2014. There is a notable shortage of comprehensive research that examines Saudi Arabia's counterterrorism legislation since its establishment in 2014. This research aim is to comprehensively assess the Kingdom of Saudi Arabia's counterterrorism legislation and determine its compatibility with international cooperative efforts including protecting human rights. Consequently, this research seeks to provide academics, legislative bodies, and international organisations, including human rights organisations, with a better understanding of Saudi counterterrorism initiatives and approaches by adopting a legal perspective from within the Saudi legal system and from the point of view of the protection of human rights. A doctrinal approach to research will be followed, which involves an exploration of laws relating to the combating of terrorism and protection of human rights. The utilisation of documentary evidence enables the collection of valuable information regarding the provisions of the counterterrorism legislative framework in Saudi Arabia. A comparative analysis of Saudi Arabia's Counterterrorism Legislation and The UK's Terrorism Act 2000 will also incorporate into this research. The advantages of the comparative approach are that this approach is highly efficient in analysing legal and political science topics and that the information required for comparison is easily accessible. The findings of this research will offer a significant contribution to the Saudi legal instruments by providing information that might be useful for future development and law reform under its international obligations, including the UN's global counter-terrorism strategy.

STUDENT: ILHEM BELLAL, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. YIANNA LIATSOS/DR. SINEAD MCDERMOTT

Paper Title: Everytime they kill a black boy…" Exploration of Death in Angie Thomas's The Hate U Give

ABSTRACT:

The inclusion of death, under the umbrella of literary violence, in different young adult literary works has served not only as a distinction from the field of children's literature, but also as a catalyst that contributes to the development of both the plot and its protagonists' coming of age journeys. In that regard, the actual experience of death, along with its implications, has differed from one genre to the other. While its portrayal in some YA texts is trivialized, in the sense that it is either personified, romanticized, or even denied, its position in the realistic African American young adult texts remains contested, as the perspective and encounter of death subverts the young adult's common ideas of immortality and safety. As death in African American young adult texts is engaging within a myriad of historical, social, and political contexts, with the purpose of constantly envisioning and enacting change in the American society, it continuously poses real and uncomfortable questions about its complexity in African American communities. One of them is its position as a necessary condition in relation to race consciousness and resistance to social injustices. This paper briefly explores how death in African American young adult texts, namely Angie Thomas's The Hate U Give (2017), is associated with the visibility, vulnerability, and adultification of the Black body. It also demonstrates how, through the veil of death, as well as the pain that accompanies witnessing police brutality, race consciousness is mediated, to illustrate how Starr's racial consciousness evokes resistance and the beginning of her social activism to achieve social change.

Keywords

Death, police brutality, Black body, adultification, African Americans young adults.

STUDENT: MOHAMED AMINE BENKHAOUA, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. FERGAL QUINN/DR. HENRY SILKE/DR. MARIA RIEDER

Paper Title: Investigating Mythmaking in Politics: American Politics as a Case Study

ABSTRACT:

This paper mainly focuses on the use of myths by political leaders as a tool of argumentation and a mechanism of influence on the mass. Myth in politics is not only an entertaining story or imaginary tale about gods and creatures, it is rather seen as a narrative form with significance that the speaker uses in order to describe real events in dramatic way. Moreover, it is also a means of providing answers to complicated political issues, a linguistic tool to overcome contradictions, and a device to stimulate the need for changes. American political leaders, whether on political campaigns or national events, tend to use narratives in their speeches together with other mechanisms to influence public opinion. Edelman (cited in Geis, 1987) argues that politicians have a mythic view of the world, and this view is used to explain political events. This research applies this concept to investigate and categorise the political myths American presidents employ when addressing citizens. Drawing on the works of Chiara Bottici (2006), and by examining political speeches of two American presidents; Barack Obama Vs Donald Trump. The paper utilises Critical Discourse Analysis as an approach to this study. Various myths have been used in American discourse in the past. For example that the USA is under the threat of a conspiratorial enemy, the constant need of American people to a valiant leader, the key towards their advancement and prosperity lies in their unity, and the narrative of a golden age 'Make America Great Again'. The major contribution of this work to the field of analysing political speeches lies in demonstrating and exploring how political myths are adapted as an argumentation and persuasive strategy by politicians.

STUDENT: INES BOUTELDJ, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. MICHAEL GRIFFIN/DR. JACK FENNELL

Poster Title: From Science Fiction to Reality: Is the Next JK Rowling Going to be a Computer?

ABSTRACT:

Artificial Intelligence (AI) has been developing at an accelerating rate for the past seven decades. With its ability to match human craftsmanship but with a greater capacity, it is no wonder that it has been taking over numerous jobs. People within the artistic and humanistic fields have been safe from the machine, until it started generating art, music, movie scripts and literary texts. In 1967, when Roland Barthes declared "The Death of the Author", he surely did not relate it to the birth of the AI text generator. With the rate at which natural language generation is developing, experts are confident that machines will soon be writing books. Researchers predict that AI will be able to write a New York Times best-seller by 2049. However, way before the possibility of a machine writing literature was considered and researched by people within the field of Computer Science, science fiction writers imagined and discussed this issue. Starting from 1726 with the publication of Gulliver's Travels and up to 2016 with Ada, several writers of fiction have pictured the idea of machines producing literature. My thesis (and the poster I wish to present) focusses on drawing a history of machine writing in both science fiction and reality. Through my research, I aim at looking at how the notion of authorship and the practice of literary analysis and theory will be changing due to these developments in technology and in the field literary production.

STUDENT: MICHAEL CARMODY, UNIVERSITY OF LIMERICK

SUPERVISORS: PROF. SHANE KILCOMMINS/DR. ALAN CUSACK

Paper Title: Navigating Covid-19: Appraising the Legal Response from an Irish Perspective

ABSTRACT:

In 2020, the global population was forced to collectively confront a public health emergency for the first time in a century. While no nation has escaped the clutches of the Covid-19 pandemic, the precise parameters of the challenge faced by individual nations have varied depending upon the wider social, geographical and politico-legal context.

In ordinary times, it is generally accepted amongst political philosophers and jurists, that a state should strive to be governed by the rule of law. In its simplest terms, this somewhat elusive concept can be best understood as a political ideal which stands above the factual existence of law (Hayek 1960). A rule of law system is characterised by the ascendancy of law over the rule of any one person (Paine 1995), and possesses key features such as generality, clarity, and legal equality (Fuller 1964; Bingham 2010). The exigencies of an 'emergency' may, however, necessitate a temporally limited departure from the lofty principles of the rule of law. To date, this doctoral research has constructed a refined rights-based theoretical framework of the rule of law, as it pertains to situations of 'emergency'.

The aim of this paper is to examine how Ireland balanced combating the Covid-19 crisis, with safeguarding the substantive rights-based rule of law framework. It explores key rule of law themes such as legality, temporality, democratic accountability, legal certainty and legal equality. Moreover, it investigates how rights such as liberty, assembly and privacy were temporarily curtailed to uphold the conflicting rights to life and public health. By interrogating the State's response to this invisible enemy, the paper identifies both successes and failures, so that we can be better equipped to counter future emergencies as they arrive on Irish shores, whether they take the form of another public health pandemic, or are precipitated by advancing cyber security concerns, climate change or geo-political unrest.

STUDENT: ABDELHALIM CHOULI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR CARRIE GRIFFIN/DR. ELAINE VAUGHAN

Poster Title: Uncovering the Functions of Silence in Pinter's The Birthday Party (1957)

ABSTRACT:

Harold Pinter is widely recognized as one of the few representatives of the Theatre of The Absurd in general, and the modern British theatre in particular. This contribution is usually engulfed in one theatrical term, Pinteresque. Full of oblique and repetitious everyday talk, Pinter's style meticulously emphasizes and reasserts pauses and silences -or the absence of words- to interrupt the flow of dialogue in his plays and express more meaning -just not with words. Such theatrical aesthetic method acts as a deterrent of healthy communications between characters who seem to be unwilling to communicate as to cover their nakedness and keep their insecurities at bay. Moreover, silence is not only aesthetic but recurrent in Pinter's work as a motif that disturbingly speaks volumes. By breaking the flow of communication, it disorients the readers' or audiences' senses as it creates a comical effect which is merged with confusion and a fear of the unknown, external world. In so doing, Pinter manages to leave the audience on the edge of their seats, unable to make sense of what is taking place but certainly expecting the emergence of a catastrophe. Aligned with Adam Jaworski's (2006) theory of silence, this paper examines one of Pinter's early plays, The Birthday Party, aiming to identify the functions of the alarming silence and how it creates the effect of menace and looming threat, all together to reflect Pinter's absurdist worldview concerning the case of modern man.

References:

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Jaworski, A. (2006) 'Silence', in J. Mey (ed.) Concise Encyclopedia of Pragmatics. Elsevier Science, pp. 944-945

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STUDENT: CLIODHNA CONDON, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. CARRIE GRIFIFN

Paper Title: Were the Tudor family eligible to inherit the throne of England?

ABSTRACT:

My research largely focuses on how we view the Tudor dynasty, in particular the women of this family. However, what also needs to be addressed is the legitimacy of their ascension to the crown. In hindsight it is easy to view the Tudors as a lasting legacy since we know how it all ends. The infamous Henry VIII and the golden age of the Elizabethan Era creates an inevitable and unquestionable dynasty. But in the beginning, it was a completely different story. The Tudors descended from Wales with relatively low status. Even once they rose within court life, they were on the side-lines with dubious parentage. They were royal Lancaster associated so a threat to a Yorkist King but always implausible. The events that led them to the throne were unprecedented and Henry VII (r.1485-1509) had to establish his legitimate reign or else European monarchs would seek to displace him. This led to the joining of York and Lancaster families through the marriage of Henry VII and Elizabeth of York. But was it legal? Did he have legitimate claim? The short answer is technically a yes. My proposed paper details the rise of the Tudor family and how it came to pass. I will go through the family from the first Tudor, a Welsh servant named Owen Tudor (1400 – 1461), to Henry VIII (r.1509-1547) and detail how they gained their royal legitimacy and, more crucially, why their rise is clouded in questions.

STUDENT: EMER CONNOLLY, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. MARTIN POWER/PROF. EOIN DEVEREUX

Paper Title: The role of journalism amid a multi-platform approach

ABSTRACT:

My presentation will examine the following questions:

• What are the functions of journalism and what is its role in society?
• What are the realities of journalism amid changes to practice?
• What are the implications of the changes?

There has been much debate about the functions of journalism and its role in society, particularly as the multi-platform approach becomes more prevalent and journalists experience wide-ranging changes to practice, and various theories exist. For example, Standaert et al. (2021)'s global research found that participants – mainstream journalists – regarded the role of informer as the most significant, followed by watchdog, educator, reporter and investigator. The role of entertainer accounted for just 4.3% of preferences.

Witschge and Nygren (2009, p.57) argued that there has been a "blurring of media genres such as journalism, entertainment and fiction, making journalism more difficult to define as a profession". Journalism also has a surveillance function in society, as a 'watchdog' (Cancela et al. 2021) in the form of investigative journalism.

I argue that journalists have an important – and wide-ranging – role to play in society. Critical Journalism should be informing us about the world and telling stories. Journalists' work is pivotal in ensuring people understand the world around them, particularly in helping to explain the intricacies of complex issues.

I argue that journalism should be fair, balanced and without influence from commercial, business or any vested interests. However, in reality this is not the case as commercial interests are significant and have a huge impact on journalists' role on a daily basis as all too often adequate resources are not being made available. This is more pronounced amid a reduction in circulation and a decline in advertising revenue.

I argue that journalism's role has changed and the 'watchdog' function is less prevalent than in the past, as 'copy and paste' journalism has taken precedence, all too often, over high quality investigative journalism. This all results in poorer quality journalism and has a huge impact over how media consumers understand the world.

STUDENT: AICHA DAOUDI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. JACK FENNELL/DR. CHRISTINA MORIN

Paper Title: Double, double, toil, and trouble: An Exploration of the Witch's Morality in American Movies and TV Series

ABSTRACT:

The word 'witch' conjures in people's imagination pictures of an old evil hag with a pointed hat, a black robe, and a flying broom; or images of a beautiful young woman with a magical wand and a good heart. The witch is usually either a good figure like Glinda or an evil one like the Wicked Witch of the West. This dichotomous view of witches has populated American movies and television series for decades since the rise of Hollywood. However, after the 1960s, with the decline of the Motion Picture Production Code, which mandated that there should be a clear-cut distinction between good and evil, the witch was no longer forced to be represented in one of the two labels. She could afford liminality and moral ambiguity. This paper briefly explores the dichotomous view of witches in American movies and television series from the 1920s to the 1970s, highlighting the different witch representation trends dominating at the time. It also highlights how the witch resurfaced in the fantastical genre during the 1990s as a complex figure that inhabits all borders of morality. The paper uses the series Witches of East End (2013-2014) to showcase how the narrative makes use of the binary perception of morality to create an axis with anchor characters at its two ends which ultimately highlights the degrees of the moral greyness of some of its characters specifically, Wendy Beauchamp and Dash Gardiner.

Keywords: witches, morality, Wendy Beauchamp, Witches of East End, Fantasy.

STUDENT: KHAOULA DAOUDI, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. CATHERINE MARTIN/PROF. ANGELA CHAMBERS

Poster Title: English for Specific Academic Purposes: Introducing Data Driven Learning to Teach Specialised Lexis

ABSTRACT:

Over the past few decades, corpus linguistics witnessed a revolution in its use in research and language pedagogy. Researchers raised a need to bring corpora in the classroom as they found that the English used in real life contexts do not match the one used in pedagogical descriptions. Corpora provide a source of examples for authentic language use, contributing to the design of teaching materials and the promotion of learners' autonomy and language awareness. Despite the promising potential, corpora are still rarely used in language classrooms. This study aims at introducing and familiarizing Algerian teachers of English for Specific Academic Purposes (ESAP) with the use of corpus linguistics tools through a method called Data Driven Learning (DDL) in teaching lexis by designing an in-service teacher training course. The research is empirical and exploratory in nature that combines both qualitative and quantitative research instruments. The latter include; a pre-course questionnaire to determine teachers' familiarity with corpus linguistics, a pre-recorded lecture that educate teachers on corpus literacy followed by an online course that will demonstrate how to actually use corpora to design teaching materials. This is then followed by a post-course questionnaire and an interview to depict teachers' reactions and perceptions toward the use of corpora in their classrooms. The findings obtained from incorporating corpora as a part of an in-service teacher training can contribute to educational research on the use of corpus tools in language pedagogy. Moreover, teachers' perceptions behind the use of DDL will highlight key insights on the use of corpora that can inform the implementation of pre-service or in-service teacher training courses of this kind.

STUDENT: RYM DERDOUS, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. BARRIE WHARTON

Poster Title: Bridging Ecopsychology and Film: Papicha (2019) as an example

ABSTRACT:

Mounia Meddour's Papicha is a 2019 film that depicts women's solidarity and resistance in the 1990s civil war of Algeria. While the period film displays the tragic events of the 90's, it showcases the unwavering will of its protagonist Nedjma played by Lyna khoudri along with her friends in the face of a patriarchal and extremist social atmosphere. The cinematic language harbours various meanings that can be studied and analyzed (Brsam et al. 2010). Hence, the textual analysis of Papicha (2019) when viewed from an eco-psychological viewpoint yields significant results. Namely, the type of agency suggested in the film is accomplished through natural encounters. In essence, nature is employed as a conduit through which the protagonist establishes agency. This interconnection with natural surroundings is referred to as 'Ecopsychology' which is the study of the relation between humans and nature. In effect, the ecopsychological paradigm considers the exposure and interaction with the natural surroundings, transcending endogenous factors into exogenous ones. The applied theoretical framework is an combination of both ecopsychology-promoting the surrounding natural phenomenon experienced by the bodily senses-and textual analysis of film-an audio-visual mode with cinematic patterns. As a result, the joined language of the earth and the film's produces a unique style that facilitates the understanding of how the interaction with nature affects the mind. Accordingly, the textual analysis of the ecopsychological language displayed in the various scenes help in advancing and understanding the female agency acquired through the element of nature.The cinematic language: construed by the analysis of scenes featuring characters around the natural surroundings, coupled with the studying of ecopsychological traces underlying these designated scenes help in tracing the psychological implications regarding wellbeing and decision-making.

References

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STUDENT: SAOIRSE ENRIGHT, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. LAURA CAHILLANE

Paper Title: Judicial Activism and the Irish Superior Courts: Old and New

ABSTRACT:

During the 1960s the Superior Courts engendered a wave of judicial activism that gained momentum from the courts' birthing of the doctrine of unenumerated rights and its reliance on natural law. Despite the social reform that the judiciary instigated during this era, many became critical of the direction of decision-making that the courts had ventured. This scepticism can largely be attributed to the expansive role the judiciary had adopted. It is thus unsurprising that a more restrained judiciary facilitated the rewriting of the role of the judge when met with the Abortion Information case of 1995. The judiciary determining the 1995 case encouraged greater engagement with the text of the Constitution and the judgment was the site of the courts' divorce from a theological natural law and unenumerated rights. However, more recently the senior judiciary have nurtured a new form of judicial activism which is most interesting because some of its architects have previously lambasted judicial activism in an extra-judicial capacity.

Part I of this paper will examine the judicial activism occasioned by Ryan v Attorney General [1965] by outlining the opposing natural law approaches of Walsh and Henchy JJ in McGee v Attorney General [1974]. Part II will address the demise of this era of judicial activism by drawing on the leading critiques of this subject including those made extra-judicially by current members of the senior judiciary such as O'Donnell CJ and the main findings of the Abortion Information case of 1995. Part III will trace the development of the new form of judicial activism with particular focus on the activist judging of O'Donnell CJ in Elijah Burke v Minister for Education [2022] to outline that some form of judicial activism is necessary for the development of Irish constitutional law and that theory and practice do not always equate.

STUDENT: KATIE FITZPATRICK, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. HILARY MOSS/PROF. DOMINIC HARMON

Poster Title: Comparing individual in-person music therapy and online group music therapy for people living with chronic pain

ABSTRACT:

Comparing individual in-person music therapy and online group music therapy for people living with chronic pain. Chronic pain is persistent pain, often without apparent biological value. There is no known cure for chronic pain and beyond the prescription of pain medication and interventional procedures. Treatment largely focuses on self-management, movement, and psychological therapies. Music and music therapy techniques are well placed to assist in the areas of self- and psychological management. This research forms part of a larger PhD project on the use of music therapy in the chronic pain experience. The poster outlines the findings from two pilot studies on the use of music therapy by people with chronic pain. These mixed methods studies aimed to explore the potential to use music therapy as an intervention to assist people in developing resources and strategies for managing chronic pain. The first study provided a 1:1 in-person music therapy intervention for ten people over eight weeks. The second study provided an online group music therapy intervention for eight people over twelve weeks. The studies found that music therapy can offer those living with chronic pain emotional support, social engagement, and can resource people with tools for coping. Online group music therapy can offer an accessible therapeutic space enhanced by peer support, while individual in-person music therapy affords a space for exploration of emotion and identity. Further investigation is warranted, and these studies contribute to the basis for further research in this important area.

STUDENT: GAIL FLANAGAN, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. FIONA FARR

Poster Title: An empirical study of business discourse in the Irish technology sector: Focusing on the Intercultural Communicative Competence (ICC) skills of Irish English speakers in International Virtual Teams

ABSTRACT:

This study investigates the Intercultural Communicative Competence (ICC) skills of Irish technology sector professionals. This sector was chosen due to its significance as a major employer in Ireland (Technology Skills 2022 report) where virtual teams are already established as the norm. The goal of this research is to identify 'on the job' based strengths and weaknesses in Irish English verbal intercultural communication and translate these findings to experience-based skills training for higher education (cross-faculty) and professional learners.
Much of the existing research today on business conversation focuses in on specific genres such as sales negotiations speak (Firth 2009) or more formal institutional verbal exchanges (Drew and Heritage 1992). Virtual team research often targets management levels reviews (Lockwood, 2015, Dekker et al., 2008). This study, therefore, aims to supplement the extant knowledge base around individual contributor business discourse. Furthermore, this research aims to build on traditional, nation-based ICC principles (e.g. Hall 1976, Hofstede 2005) to encompass professional social group membership as a pivotal element that frames cultural interaction (Spencer-Oatey and Kádár 2021, p. 50).

The initial research phase consisted of a communication behaviour survey which was completed by Irish English speakers (N=113) who worked in any area of the technology sector. The next stage of the study involves the creation of a corpus of transcribed speech (150,000 words), gathered from web-based recordings of International Virtual Team (IVT) meetings which include both Irish and international English speakers. A comparative analysis with the survey results will identify any delta between Irish English interlocutors' perception of their intercultural communication behaviour and the reality as evidenced in the language in action spoken corpus analysis.

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STUDENT: ASMAA JAZIA GHITRI , UNIVERSITY OF LIMERICK

SUPERVISOR: DR. ELAINE RIORDAN

Paper Title: Title: Integrating Mobile Literacy to Blended Learning Environment.

ABSTRACT:

The age of technology has changed education and integrated new skills; so-called 21st-century skills which are emerging in curricula (Dudeney and Hockly 2016). Digital literacies have become key aspects of learning today, and mobile literacy is one of the core skills required in a blended course. Mobile language learning is still a maturing area, but at the same time, the development of mobile devices has marked a potentially enormous change in language teaching and learning (Stockwell 2013). This paper aims to shed light on the importance of acquiring mobile literacy for engaging in face-to-face and online learning modes. As part of a blended course designed to explore the elements of interaction existing in face-to-face and online discourse in the third level EFL context in Algeria, mobile literacy for language learning in a blended environment was investigated.

This paper will therefore investigate the use of mobile phones as a tool to fulfill students' face-to-face and online learning experiences. A corpus-based discourse analysis of students' written and spoken data collected during the blended course will be provided to analyse the mobile literacy element. Students completed a post-survey which consisted of a section devoted to mobile literacy in their learning to examine their perceptions of using mobile devices in face-to-face and online learning experiences. The paper will then close by considering the importance of teaching mobile literacy for students' personal and academic development in a blended learning environment. Preliminary results show that students have positive attitudes towards using mobile phones in their studies and for personal use.

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STUDENT: MUHAMMAD IRFAN, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. HENRY SILKE/DR. ELAINE VAUGHAN

Paper Title: From ashes to Phoenix, the political project of ISIS caliphate: A case study of Dabiq Magazine

ABSTRACT:

The fall of the Ottoman Empire left the Muslim world without any unifying political force. The formation of Muslim countries after World War II created a huge political vacuum left by the fall of the Ottoman caliphate. The idea of a caliphate, therefore, has had a powerful attraction for many millions of the world's Muslims, including those who try to impose it by force. The political idea of restoring the Islamic caliphate has attracted considerable attention and caused both hope and anxiety when the Islamic State of Iraq and Syria (ISIS) was proclaimed a caliphate in June 2014. The entire Muslim world noted and observed this political project which was portrayed by ISIS as the first Islamic Utopian State in modern times.

This research investigates the maneuverability of the political discourses generated by ISIS in their struggle to establish the caliphate. To understand the ISIS modus operandi, it is important to explore, understand and analyse their publications to observe how they are trying to promote the establishment of the caliphate. In this vein, the paper will analyse the magazine Dabiq, an English language magazine published by ISIS aimed specifically at Islamic communities residing in Europe. This magazine started publishing within one month of the proclamation of the caliphate

The magazine was used to promote the political ideology of an Islamic Utopian State, to procure funding, gain supporters, fighters and ultimately, to influence Muslims on a global scale, especially highlighting the marginalization and humiliation that the Muslim world has endured at the hands of the West. However, the question of how ISIS promulgated this mind-set of injustice and the corresponding need for a political sovereign Islamic state and/or Islamic utopia is salient.

This research explores how, in Dabiq, ISIS promises to meet the needs and desires of the common Muslim man through the establishment of a caliphate that will provide true liberty and freedom from the tyranny of the oppressor(s). To explore the construction of these political discourses in Dabiq, a corpus-based analysis (see e.g. Upton and Cohen, 2009) is allied with the Discourse Historical Approach (DHA; e.g. Reisigl & Wodak, YEAR) with the aim of identifying different forms of political discourse(s) generated for establishing/characterising the caliphate; how ISIS uses language to radicalize and recruit Muslims from Europe. Finally, this analysis presents the key discursive strategies utilized by ISIS around the concept of the caliphate to attract their readers to pledge their allegiance to ISIS.

Keywords: Political Communication, Islamic Utopia, ISIS, CDA, DHA, recruitment, West, Radicalisation, Dabiq Magazine.

STUDENT: OLUFUNMILAYO JINADU, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. FERGAL QUINN/DR. ELAINE VAUGHAN

Paper Title: Using Postcolonial Critical Discourse Analysis to examine the media representation of Africa in domestic and international media.

ABSTRACT:

According to Ndela (2005), Bunce(2015) and Ojo(2019), Africa have received unfair and biased media coverage over the years from the western media. More specifically on Nigeria, Ekeanyawu (2008), Malaolu, (2014) and Adegbola (2018) believed that the western media reported the country in a predominantly negative light. This research considers some key features of how Nigeria is represented by domestic and international news media and considers the differences and commonalities between them.

This study will examine the processes through which Postcolonial Critical Discourse Analysis aids in the analysis of "media representations by placing postcolonial power relations at the centre of the enquiry" (Sabido, 2019 p. 19). The methodological process implemented is used to detect power imbalances within the media as a result of postcolonial conditions. This methodological framework which doubles as a theoretical framework focuses on the application of critical discourse analysis in a postcolonial   context.

The international and domestic coverage of Nigeria (as a British colony) in the context of terrorism will be the focus of this study. In 2014, the Boko Haram insurgency in North-Western Nigeria received international attention when over 250 schoolgirls were abducted from a village called, Chibok. The coverage of the abduction of the girls in popular western media outlets (The Guardian online and CNN online) and popular local media outlets in Nigeria (The Nation online and Vanguard Newspaper online) will be used to explain the eight-steps practical application of the methodological framework proposed under postcolonial discourse analysis (Sabido, 2019).

STUDENT: DANIAH KHAYAT, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. YIANNA LIATSOS/DR. SINEAD MCDERMOTT

Paper Title: Moynihan Legacy and the Black Family

ABSTRACT:

According to Wil Haygood, "[t]here perhaps is no other family unit in America that has been analyzed, poked and studied as much as the black family. Its habits, customs, rituals and odyssey have been tabulated, collated and stored for generations." In 1965, Daniel Patrick Moynihan published a report called The Negro Family: The Case For National Action, where he claimed that poverty seen in Black communities is a result of Black matriarchy that emasculated "Black men, who then shirked their role as the head of the family" (Taylor From #BlackLivesMatter ch. 1).

My argument in this paper focuses on how Moynihan's negative narrative caused its damaging and lasting effect on Black families' image within the United States, which became associated with crime and lawlessness (Coates "The Black Family"). For decades, following the report, mainstream social science assailed the single-mother household and correlated it to anti-social behaviours, such as Black children dropping from school and becoming teen parents ("Obama's Father's Day Remarks"). In recent years, President Obama drew public attention to the report when he shifted Black families' alleged dysfunctionality from emasculating Black mothers to irresponsible Black fathers ("Obama's Father's Day Remarks"). However, Black Lives Matter scholars rebuke Obama's speech and the report by stating that poverty in the Black community results from systematic racism manifested in an arbitrary judicial system that victimizes minorities.

In this paper, I want to represent the history related to the Moynihan report and to illustrate how the Black community criticised it, starting with Black feminists of the 60s until BLM. This will be supported by Black scholars' writings such as Alexander's The New Jim Crow (2010), Taylor's From #BlackLivesMatter (2016), and Coates' We Were Eight Years in Power (2017).

STUDENT: CHARLES KODUA-NYAMEKYE, UNIVERSITY OF LIMERICK

SUPERVISORS: DR ANDREW SHORTEN/DR. OWEN WORTH

Poster Title: United Nations and the Politics of International Inequalities

ABSTRACT:

The United Nations' (UN) "is based on the principle of sovereign equality of its members" ([Article 2(1)]). This implies that, Nauru (with 10,952 people) deserve equality in global decision-making with China (with 1,448,471,400 people). However, the reality of international politics is that member-states have been classified into advance/backward economies and developed/less-developed countries within the same UN system. How does these classifications and other hierarchies translate into inequalities? Given the clarion call to "reduce inequality within and among countries" (Sustainable Development Goal 10), this study aims at investigating into how international organizations such as the UN (re)produce inequalities between countries.

In terms of methodology, the study adopts qualitative research design with historical approach to critically examine the processes and mechanisms through which inequalities are continuously (re)produced in the interstate. The UN is the unit of analysis, being the global "centre for harmonizing the actions of nations." Also, primary and secondary data will be collected from semi-structured interviews and textbooks/journals respectfully.

From the world-systems theoretical optics, the study contributes to understanding the role of the UN in reproducing global inequalities. World-systems analysis emerged in the 1970s, using historical and interdisciplinary approach to understand the world economy as a total social system, and in many respects challenges traditional academic disciplinary orientations.

Conceptually, world-systems theorists divide the global political economy into three structural positions: core, semi-periphery and periphery. There are economically and militarily powerful countries in the core and dependent of dominated regions in the periphery. Between core and periphery, there is a middle sector of semi-peripheral countries (with intermediate levels of economic, political and military power). However, there is space for theoretical contribution to this tradition, especially by helping to explain the role of international organizations in maintaining core-periphery stratification.

STUDENT: CHARLOTTE O'DONOGHUE, UNIVERSITY OF LIMERICK

SUPERVISORS: DR. KATHLEEN TURNER/DR. ORFHLAITH NI BHRIAIN

Poster Title: 'Mapping Youth Orchestra Participation in Ireland – An Ethnographic Approach'

ABSTRACT:

This poster presentation will highlight the research currently being undertaken, which addresses the significant gap in our knowledge of participation in the Irish youth orchestra scene. The central research topic examines the impact of participation in youth orchestras on the lives of young people in an Irish context.

Through the analysis of youth orchestra membership and young musicians' perspectives on orchestra participation, this research aims to provide detailed insights into the demographics of youth orchestras registered with the Irish Association Youth Orchestra and explore the impact it makes on the lives of young orchestral musicians. This research is unique as it seeks the perspectives of young people instead of an exclusive focus on the adults' perspectives, as the focus on the adult perspective of youth musical participation has been widely documented. As well as gathering demographic data, it will investigate the impact of the participants' musical education, social identity, and wellbeing. The research also aims to identify and investigate any issues or experiences related to equality, diversity, and inclusivity in relation to young people's experiences in Irish youth orchestras.

By deepening the understanding of who is and who is not participating in youth orchestras and the young musician's perceptions of participation in a youth orchestra setting, this research will initiate important discussions regarding the representation within music education/community music, orchestral initiatives and provide new and up to date information to the community of youth orchestras in Ireland.

STUDENT: KEVIN SAUDE, UNIVERSITY OF LIMERICK

SUPERVISOR: DR. RORY COSTELLO

Paper Title: Firing up the base: The effect of party-system polarisation on positive and negative partisanship in Europe between 1999-2019

ABSTRACT:

Prior work established that by clarifying what parties stand for, elite polarisation on the Left-Right dimension promotes a more (positive) partisan electorate. While partisanship research has a long tradition, only recently have scholars turned their attention to the concept of negative partisanship, defined as an aversion towards a party that the voter would "never vote for". But is negative partisanship equally sensitive to the degree of polarisation of the party system? This paper brings this line of inquiry into a broader research agenda on the consequences of the 2007-2016 Great Recession and so-called migration crises on the mass-elite linkage. Against the background of an increasingly dealigned electorate, this tumultuous decade saw increased polarisation on the cultural (GALTAN) dimension as well as the economic (LR) dimension. This paper hypothesises that elite polarisation on both the LR and GALTAN dimensions will lead to an increase in positive and negative partisanship, and that the effect is mediated by voters' issue salience. Based on EES data between 1999-2019 covering 13 European countries, the results substantiate these expectations. Voters are more likely to state their positive partisanship when parties polarise on the LR, while negative partisanship is more sensitive to GALTAN polarisation. Overall, these results contribute to emerging insights into the drivers of Negative Partisanship, and to our understanding of the consequences of party system polarisation. Moreover, this paper develops and tests new ways of measuring Negative Partisanship by taking advantage of voters' Propensity to Vote responses.

STUDENT: SARAH SMAIL, UNIVERSITY OF LIMERICK

SUPERVISOR: PROF. MAIREAD MORIARTY

Paper Title: Language inequalities in the Algerian Public Space: A Semiotic Landscape Analysis

ABSTRACT:

Previous linguistic landscape (LL) research focus on the displayed languages in the public spaces. Studies then are mostly centred on the dominance of English in the streets. Yet there has been little focus on the semiotic landscape (SL) units beyond the English dominance. Accordingly, this paper takes another perspective by investigating the language inequalities marked in the Algerian public scene using semiotic resources. Indeed, SL research analyses signs relying on Landry and Bourhis (1997) LL and Scollon and Scollon's geosemiotics (2003). According to Jaworski and Thurlow SL is a 'way written discourse interacts with other discursive modalities: visual images, nonverbal communication, architecture and the built environment', similarly, it is 'any (public) space with visible inscription made through deliberate human intervention and meaning making' (2010, p.02). In line with Jaworski and Thurlow's definition of the SL research field, the present study consists of an in-depth SL analysis of two large urban and trade cities in Algeria: Bejaia and Setif. The study focuses particularly on the distinction of the displayed languages in the industrial areas in addition to how identity is implemented in the visual images, by analyzing business companies signage through a semiotic perspective in order to identify the visibility and vivacity of the minority languages in the country and highlight their status in the new Algerian linguistic market. The research relies on Gorter's multilingual inequalities in public space (MIPS) model (2021) and Irvine and Gal's theory of language ideology and linguistic differentiation (2000).

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STUDENT: AMÉLIE GAILLAT, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. RICHARD MCMAHON/DR. BRIAN HUGHES

Paper Title: 1882, l'Année terrible? Comparing centralized policing systems: the reactions to the Phoenix Park Murders in Ireland and the anarchists attack of the Assomoir in France

ABSTRACT:

My paper is comparing the Irish and French centralized policing systems' reactions to politically motivated violence. On 6 May 1882, the Under-Secretary for Ireland Thomas Burke and the newly appointed Chief-Secretary, Lord Cavendish, were killed in Dublin by a group of Irish nationalists known as 'the Invincibles'. In Lyon, France, on the night of 22 October 1882, a bomb exploded at the Bellecour theatre's café called l'Assommoir, killing a commercial employee. The anarchists, very active in the locality, were the main suspects, sparking a wave of arrests among the militants and a trial in January 1883.

The value of this comparison lies in the fact that the policing systems operated in very similar ways. Both systems can be defined as 'centralized' at that time, in the sense that a central authority was controlling and funding the forces throughout the entire country. Ultimately, the police administration - the set of institutions playing a role in the process of policing a state from local to national level – was subordinated to the central administration.

Paris and Dublin were also fighting movements, Fenianism and Anarchism, using political violence to threaten the established order and necessitating a specific answer in terms of policing. The murders and the bombing attack are not the primary focus of this paper, instead, we will focus on the reactions of two similar centralized policing systems to particular moments of crises.

First, I will observe the state of the French and Irish police administration before the crises and how this affects the reactions of their respective administration. Then, I will analyse the methods and reform implemented following the events and their long-term effects. Eventually, I will reflect on the capacity of Liberal regimes to rely on their policing system to face political threat efficiently at the end of the nineteenth century.

STUDENT: DAVID KENNEDY, MARY IMMACULATE COLLEGE

SUPERVISOR: DR. TONY LANGOIS

Paper Title: Assimilation and Ostracism - Traditional Irish Music in the Travelling Community

ABSTRACT:

In the post-colonial era where Ireland was attempting to construct it's national identity, traveller musicians occupied a place of high esteem among folk circles, enjoying the patronage and hospitality of townsfolk, and inspiring a new generation of musicians, many of who would become stalwarts of the folk revival. Today, the topography within the traveller community is much transformed with the dwindling of the nepotism of the musical tradition, particularly between father and son, and a once celebrated characteristic of the culture is threatened and displaced. In addition, the gravitation towards other styles of music such as country and western in constructing the traveller identity puts further distance with the roots of traveller music.

This paper will attempt to take an ethnomusicological approach to look at the impact of the style and exoticness of traveller musicians, and look at the economic, cultural and sociological changes that contributed to the demise of traditional music within the community. The research will heavily leverage from the archiving and broadcast of traditional Irish music through state bodies such as the Folklore Commission and RTE and examine the central role they played in constructing the authentic traditional folk cannon, and their rejection of the style of Traveller music as part of their collection.

STUDENT: HELEN LOWE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DR. SANDRA RYAN

Poster Title: A Critical (Auto) Ethnographic Study of Academic and Professional Resilience from Inner City Limerick - Focusing on Social Class Mobility and its Impacts on Identity and Sociocultural Belonging.

ABSTRACT:

The purpose of my research is to investigate what gravitates individuals from disadvantaged backgrounds to the transformative effects of education or skills. In addition, exploring how this transformation can impact the participant's identity; and how their overall sense of belonging or home can be altered in the process.

The principal aim of the study is to increase the existing knowledge on the experiences and emotions of social and educational mobility. It will focus on the obstacles socio-economic disadvantage can present, how these obstacles can lessen life chances and opportunities for achievement, and how certain individuals choose to challenge these obstacles to find their freedoms. Sen's capability approach will offer a theoretical framework to qualify and describe achievements of the participants that stretches beyond the typical economic metrics of class mobility.

Mobility has declined significantly throughout the world in the last forty years. Many researchers report that the barriers to upward mobility are becoming so great they are nearly insurmountable. There is growing income inequality and widening social, cultural and financial gaps. Hanley (2015) purports that changing class is equivalent to emigrating to the opposite side of the world, learning a new language, while simultaneously trying not to lose touch with place of origin. Hence, upward mobility has a huge impact on identity and sense of belonging and since the middle of the last century theorists have postulated that social class mobility has a dissociative effect on the human psyche. Bourdieu (1984) describing it as a painful and divisive experience creating a double perception of self. Ultimately, I wish to investigate if research participants had to alter or lose elements of their working class identities to be accepted by the middle class cultures and how this has impacted their freedom to choose a life of to have reason to value.
The poster will introduce and briefly describe my aims, rationale, literature review and methodologies that will be used in the study.

STUDENT: CIARA MOLONEY, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISOR: DAVID CLARE

Paper Title: She's got gaps, I've got gaps": a neurodiversity reading of Rocky (1976)

ABSTRACT:

In 1998, sociologist Judy Singer coined the term "neurodiversity" to describe the natural variance in human neurology in a non-pathological way, countering the mainstream understanding of certain neurotypes as disordered and building on the social model of disability and the autism rights movement. Two decades prior, Sylvester Stallone wrote and starred in Rocky, directed by John G. Avildsen.

Though a film as popular and acclaimed as Rocky has generated ample scholarship, this has generally been in the context of its class and racial politics. My paper instead approaches the film through a neurodiversity lens. Rocky's romance plot centres on two characters who not only can be read as neurodivergent, but whose neurodivergences are presented as non-pathological profiles of strengths and weaknesses. Rocky Balboa has some kind of intellectual disability, seemingly undiagnosed due to the access barriers of his lifelong poverty. Rocky tells his love interest Adrian, "My father ... He says to me, 'You weren't born with much of a brain, so you better start using your body,' right?" Adrian, an extremely shy woman who works at the pet shop, can be understood as autistic, particularly in view of often missed female presentations of autism.

Further, their distinct neurodivergences are framed as compatible and mutually beneficial. "She's got gaps, I've got gaps," Rocky explains, "Together we fill gaps." Rocky helps Adrian come out of her shell – or "unmask," in autistic parlance – and Adrian helps him learn to read. Crucially, this is not presented as one fixing the other or their partnership making them equivalent to a neurotypical person. Their relationship is portrayed in a way consistent with the neurodiversity paradigm, with Rocky and Adrian's distinct neurotypes part of the natural variance within humanity.

STUDENT: AOIFE MUNROE, MARY IMMACULATE COLLEGE, LIMERICK

SUPERVISORS: DR. LAURA AMBROSE/DR. MICHELE DUNLEAVY

Poster Title: 'Autistic Girls' Experiences of Mainstream Education: Situating the Study in Literature'

ABSTRACT:

Approximately 1.5% of school-aged children have a diagnosis of autism with 86% of these students attending mainstream schools (NCSE, 2016). Research indicates that autism is more commonly diagnosed in males with the male-to-female ratio of 3:1 cited (Loomes et al., 2017). This disparity may be a result of a more internal presentation of autism in girls alongside their ability to mask certain autistic characteristics (Wing, 1981; Lai et al., 2015; Gould, 2017). As a result of these gender differences, autistic girls often go unrecognised and unsupported in education and experience barriers to inclusion and learning in the mainstream setting (Moyse and Porter, 2015; Goodall and MacKenzie, 2019; Hebron, 2019).

This research seeks to explore the educational experiences of autistic girls in primary and post-primary mainstream settings in Ireland from the perspectives of autistic girls, and parents and teachers of autistic girls. More specifically, the study aims to explore how the mainstream school environment, as well as autistic identity, influences educational experiences. Parental insights and teacher perceptions of autism in girls and the supports they require will be examined. Lastly, it is hoped that this study will further enhance understanding of the internal presentation of autism, commonly associated with girls. In line with the participatory approach and best practice guidance for research with autistic communities, this qualitative study will be guided by Interpretative Phenomenological Analysis (MacLeod et al., 2018; Howard et al., 2019). Semi-structured interviews will be conducted with all cohorts and alternative participatory methods such as diamond ranking, learning walks and visual prompt cards will be used to support data collection with autistic girls.

This poster maps a synopsis of the key findings that emerged from a review of literature on autistic girls' experiences in mainstream education. Following this, the proposed research design for the current study is detailed.

STUDENT: DEBORAH TOBIN, MARY IMMACULATE COLLEGE

SUPERVISORS: DR. JOAN O'SULLIVAN/DR. BRIAN CLANCY

Paper Title: A Critical Discourse Analysis of Self-Perceptions of Teachers in the Private ELT Sector in Ireland

ABSTRACT:

The global expansion of English has led to increased demand for qualified English-language teachers, placing Ireland in a favourable position for international learners. The private ELT sector has been historically lucrative, with a pre-pandemic worth of €2.1 billion, and a projected worth of €2.38 billion over the next five years. Nevertheless, anecdotal evidence has suggested precarity as a stark reality for many teachers, first highlighted in media reports in 2016. This study aims to provide data on the lived experiences of teachers in the privately-run ELT school sector in Ireland. A mixed-methods' approach included an online questionnaire, qualitative and quantitative findings from which reflected a highly-skilled cohort with a strong sense of their own professional identity. This was not, however, found to be reflected in their work conditions. Focus group interviews with twenty-four ELT teachers gained first-hand insight into their lived workplace experiences. A corpus-assisted Critical Discourse Analysis approach was used to investigate these interviews and examine teachers' sense of empowerment or disempowerment within the industry, with a primary focus on idiomatic language. In metaphor, upward motion is largely associated with that which is good and positive; much of what focus group participants revealed about the sector provided evidence to the contrary. Metaphorical ELT teacher roles such as TEACHER AS GLOBETROTTER and TEACHER AS PERFORMER are among others that emerged.

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STUDENT: AMY BRADLEY, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISORS: DR. MATTHEW CANNON/DR. FRANK HOUGHTON

Poster Title: Consciously Unconscious: A study of unconscious bias and its implications for the field of social care in Ireland

ABSTRACT:

A majority of us as human beings would like to believe that we are free of bias, however, this could not be further from the truth. Have you ever witnessed someone get preferential treatment from another individual merely having similar attributes to that person? Or disliked a certain group in the absence of personal experience? This can be explained by way of unconscious bias [UB].

UB refers to learned assumptions, beliefs, and/or attitudes that exist unconsciously within us. They are something we all have and can have substantial influence on our day-to-day decision making and social interactions without our knowledge. Social Care in Ireland is an emergent profession with opening of the registration service provided for by CORU on the 30th of November 2023. For one to register, one must adhere to the standards of proficiency for Social Care Workers [SCW] as instructed by CORU. Through the researcher's previous course of study and in-depth awareness of the CORU standards of proficiency it was apparent that importance was placed on non-discriminatory practice. However, the researcher would argue to be able to practice in a non-discriminatory manner one would have to be aware of their unconscious biases. This argument has been a driving force for the path of enquiry taken for this research.

The purpose of this research is to:

• Establish SCW/students understanding of UB

• Gain perspective into their own personal experiences of UB

• Learn how SCW believe it impacts on the field of social care

• Determine how SCW/students feel it would be best addressed

• Develop a Novel Unconscious Training Programme from the Findings

This will be achieved using a mixed method approach (surveys, interviews and focus groups) when conducting the primary research stages.

STUDENT: KEVIN DWANE, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISOR: DR. MARIE WALSH/MICHAEL KIELY

Poster Title: How do we effectively manage depression?

ABSTRACT:

Depression has been around since ancient times but an effective cure is still elusive. Many approaches have been developed to manage depression with varying degrees of success. The management of depression is a varied as those who have it. Some rely on medication, others prefer psychotherapy, yet others will combine different approaches to manage their depression. Additionally, there are different types of depression and what is effective in managing one form of depression may be counterproductive in the management of another type of depression. Management is made more complex due to the fact that depression often comorbid with other conditions such as anxiety. In this presentation I will discuss some of the established management techniques and explore the ways in which participants in my research manage their own depression. What are the methods participants find effective, and why participants react differently to different approaches.

STUDENT: LAURA FIRTH, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISOR: AOIFE PRENDERGAST

Paper Title: Appraising the Expectations of the Access and Inclusion (AIM) Model for Scrutinising Transitions from Early Years Education to Primary Education in Irish Early Childhood Education

ABSTRACT:

This research will explore the transition between preschool and primary school in relation to the effectiveness of AIM in Ireland. AIM is a model of support to ensure that children with disabilities and additional needs can access preschool. Children with special educational needs require particular support when transitioning to primary school. This transition should be treated as a process rather than a once off event with parents, early years educators and primary school teachers working together (O'Kane, M. 2016). The theoretical framework draws upon existing inclusive practice (Ring, E. et al 2021) and early years educators partnering with parents and primary schools to support a child's transition (Hayes, N. et al 2017) and learning within communities of practice (Wenger, 1998). The study will use a mixed methods approach (Denzin & Lincoln, 2018) of online questionnaires and semi-structured qualitative interviews with early years educators from the Munster region in Ireland. Information sheets and consent forms will be provided to participants. The data will be anonymous. Participants can withdraw at any time during the process. The data collection phases will seek out educators' views on the main obstacles and opportunities when accessing AIM and identify the accessibility and usability issues in current inclusive practices. This research will impact the pedagogy of early childhood education, in relation to transitions and inclusive practice. This research will explore the development of a possible framework to guide a consistent standard of inclusive practice through building a community of practice for the early years profession in Ireland.

STUDENT: JOS GIJBELS, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISORS: DR. MARIE WALSH/DR. ADRIAN FIELDING

Poster Title: How can we design a Virtual Reality environment for cancer survivors that aids their recovery?

ABSTRACT:

This project will analyse the primary data from the Doctoral research by LIT Lecturer Marie Walsh (May, 2020) and will use this data to design and then pilot an interactive Virtual Reality environment to aid people in cancer survivorship. The original primary data employed a mixed methods approach to explore the experience and specifically the recovery of 67 Irish female cancer survivors. It analysed their experience of Post Traumatic Growth and identified the key drivers of their recovery. There are 3 stages to this practice-based MA in Research. Stage one is a secondary analysis of the doctoral cancer survivorship data as well as the research literature, to further analyse the late effects of cancer as well as the cognitive and emotional strategies that survivors use to aid recovery. The second stage is to use focus groups to test the effectiveness of VR wellness applications currently available. This stage will also let the participants experience VR environments. The third stage uses the data from stage one and two to design and pilot a Virtual Reality environment as a recovery tool specifically for cancer survivors. As part of this 3rd stage the researcher will return to the participants from stage 2 and try out the specifically designed VR environment with them, followed by one-to-one semi structured interviews asking about their experience. This research uses a multimethod qualitative approach. The research sample will be participants of a Cancer Care Centre in Tipperary Town called Circle of Friends. This research has the potential to contribute new knowledge to our understanding of survivor recovery and the way in which VR can be used as a therapeutic tool.

STUDENT: SHANE O'NEILL, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISOR: DR. NIAMH WHELAN

Poster Title: The Relative Age Effect In Sub-Elite Intercounty Hurling & Camogie Academies: A Myth or Reality?

ABSTRACT:

The aim of the current study was to determine the presence of a selection bias in sub-elite intercounty hurling and camogie academies. The relative age effect can be defined as the consequence of age differences between individuals born in the same year. Participants (n=181) were all members of either an U14, U15 or U16 intercounty hurling or camogie academy. Date of births were categorised into quartiles. Given that the eligibility cut-off date for all age-based competitions in the GAA is the 1st of January, Q1 comprised of January 1st to March 31st, Q2 = April 1st to June 30th, Q3 = July 1st to September 30th and Q4 = October 1st to December 31st. A chi-squared test was used to establish differences between the observed and the expected distribution. A statistically significant difference between the observed births per quarter and the expected births was identified in U14 (χ^2 = 9.386, p = .02458) and U15 (χ^2 = 9.150, p = .02736) intercounty hurlers. There was no significant difference observed in the U16 cohort (χ^2 = 0.769, p = .8569). There was no significant difference found in either U14 (χ^2 = 0.973, p .08078), U15 (χ^2 = 5.121, p = .1631) or U16 (χ^2 = 0.973, p = .8078) intercounty camogie players. Standardised residuals revealed a significant overrepresentation in Q1 (SR = 3 ,) for the intercounty hurling academies, with an underrepresentation in each of the remainder quarters. In intercounty camogie academies Q1 (SR = 0.93) and Q3 (SR = 0.95) were overrepresented while Q4 was the most underrepresented (SR = -1.12).

STUDENT: DECLAN O'RAHILLY, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISORS: DR. NIAMH WHELAN/DR. SIOBHAN MOANE

Poster Title: An Exploration of the Relationship between Subjective Markers of Recovery, Training Load, and Adductor Squeeze Strength Test in Highly Trained Male Gaelic Football Players.

ABSTRACT:

Both subjective markers of recovery and the adductor squeeze strength test are popular methods for player monitoring, especially in team sports. The aim of this study was to investigate the relationship between subjective markers of recovery, training load, and adductor squeeze strength test in highly trained male inter-county Gaelic football players. Thirteen highly trained male inter-county Gaelic football players provided adductor squeeze strength scores, subjective markers of recovery, and sRPE over a 10-week period that covered pre-season and in-season competition. The results found a relationship between adductor squeeze strength scores and the subjective marker of muscle soreness ($r = -0.610$; $R2 = 37.2\%$, $p < 0.05$), fatigue ($r = -0.645$; $R2 = 41.6\%$, $p < 0.05$) and stress ($r = -0.746$; $R2 = 55.6\%$, $p < 0.01$). A small correlation was found between Wednesday's adductor squeeze strength scores and the previous week's training load ($r = 0.195$; $R2 = 3.8\%$; $p < 0.05$). The results show that it is possible to obtain the recovery status of athletes using limited resources. This may help coaches make informed decisions on player availability and training status to help increase performance.

STUDENT: MUNMUN SAHAN, TECHNOLOGICAL UNIVERSITY OF THE SHANNON

SUPERVISOR: EOGHAN SADLIER

Paper Title: A mapping of ethnic (African, Asian, and Middle-Eastern) entrepreneurial activity in the Mid-West of Ireland, and an analysis of factors enhancing and inhibiting their business growth

ABSTRACT:

Background: Ethnic entrepreneurship is a business activity undertaken by immigrants, which is comparatively a new concept in Ireland. Immigrants who could not find an opportunity or do not want to contribute their effort in the primary labour market turns into Ethnic entrepreneur.

Purpose: This study aims to map and understand the activities of Ethnic entrepreneurs (African, Asian, and Middle-Eastern) in the Mid-west of Ireland, with additional objectives to analyse the factors enhancing and inhibiting their business growth.

Methodology: Ethnic entrepreneurs were identified through snow-ball, shoe-leather, and online website search approaches. They were reached through emails, phone calls, and/or personal visits. Both quantitative and qualitative methods were used via a variety of scaled, open-ended, rank order, dichotomous, and multiple-choice questions to collect the data, along with in-depth interviews.

Findings: Ethnic entrepreneurs in this region are engaged mostly in small, non-scalable, locally-focused businesses providing services or operating in low-tech industries, like restaurants, Take-aways, ethnic supermarkets, gadget-repair shops, beauty and salons, physiotherapy clinics, Herbal-medicine, etc. The growth of their businesses is inhibited due to a lack of access to resources like capital, experience, training facilities, and appropriate support from business development agencies. While some Ethnic business structures themselves appeared to be related to their success.

Practical implications: Ethnic entrepreneurs are an integral part of the growing Irish society, who not only fulfilling the needs of the ethnic community but also serving to the native population. They introduce new products and techniques, which are broadly used in this multicultural society. Ethnic entrepreneurs employ themselves and their fellow community members, which indirectly make contributions to the local and regional economies. The findings of this research may have implications for new entrepreneurs, government, and other business development agencies by understanding the growth-enhancing and inhibiting factors of minority-owned enterprises in the Mid-west of Ireland.

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